

## Lesson Plan: Cardinal numbers (1–100)

<b>Level</b>	Beginner (A1)
<b>Time</b>	45–60 minutes
<b>Skills</b>	Vocabulary, speaking, listening
<b>Focus</b>	Saying, writing, and understanding numbers 1–100; teens vs. tens distinction

### OBJECTIVES

By the end of the lesson, students will be able to:

- Say and write cardinal numbers from 1 to 100 correctly
- Distinguish between teens and tens when listening at natural speed
- Use numbers in everyday contexts: prices, ages, phone numbers, addresses
- Spell compound numbers correctly with a hyphen: twenty-one, forty-five

### TARGET LANGUAGE & EXAMPLES

#### *Teens vs. tens — the classic confusion*

- 13 thirteen (stress: thir-TEEN) / 30 thirty (stress: THIR-ty)
- 14 fourteen / 40 forty — note: forty has no 'u' (not fourty)
- 15 fifteen / 50 fifty | 16 sixteen / 60 sixty
- 17 seventeen / 70 seventy | 18 eighteen / 80 eighty | 19 nineteen / 90 ninety

#### *Compound numbers 21–99*

- 21 twenty-one | 45 forty-five | 99 ninety-nine
- Rule: tens + hyphen + units for ALL numbers 21–99 in writing

#### *Numbers in everyday life*

- Prices: It's twelve dollars and fifty cents. / That's £6.99.
- Ages: She's twenty-three years old.
- Phone numbers: read digit by digit — 0-7-7-0-3-4-5-6-7-8
- Addresses: Flat 14, 56 Park Road

#### *Meaning & Nuance*

Number	Written form	Common error to avoid
40	forty	NOT fourty — there is no 'u'
13	thirteen (stress: thir-TEEN)	Often confused with thirty (stress: THIR-ty)
100	one hundred / a hundred	Say 'a hundred' NOT 'one hundred and' for exact 100
21	twenty-one	Hyphen always required in written form
0	zero (AmE) / nought (BrE)	In phone numbers say 'oh' (informal spoken only)

## LESSON PROCEDURE

### 1. Warm-up: Number auction (5–10 min)

**Task:** Write 10 numbers on the board (mix teens and tens). Students 'bid' — but must say the number correctly to place a bid.

- Fast-paced and competitive. Highest bidder with most correct numbers wins.

→ *Immediately exposes thirteen/thirty confusion without direct instruction.*

### 2. Presentation (10 min)

**Task:** Introduce the tens (20–100) and teens (13–19) side by side on the board.

- Key: teens are stressed on the SECOND syllable (thir-TEEN); tens on the FIRST (THIR-ty).
- Forty: the only ten without a 'u'. Drill it separately.
- Compound numbers: 'twenty-one', 'thirty-five' — hyphenate when writing.

### 3. Listening discrimination drill (10 min)

**Task:** Teacher says 10 numbers aloud. Students write what they hear.

- Mix in teen/ten pairs: 16/60, 17/70, 18/80, 19/90.
- Students compare in pairs before whole-class check.

→ *Repeat any pairs that caused errors.*

### 4. Information gap activity (15 min)

**Task:** Student A has a form with some numbers missing; Student B has the answers (and vice versa).

- 'What's the price?' — 'It's forty-five dollars.'
- 'What's the address?' — 'It's 13 Oak Street.'

→ *Monitor closely for teen/ten errors in production.*

### 5. Number dictation chain (10 min)

**Task:** Students sit in a circle. Each student whispers a number to the next. Last student writes it on the board.

- Compare with the original. Were there any changes?
- Discuss: which numbers are hardest to pass on clearly and why?

## TEACHER NOTES

- The thirteen/thirty distinction is the most persistent error across all L1 backgrounds — budget extra drilling time.
- In phone numbers, British English uses 'oh' for zero; American English uses 'zero'. Both are acceptable.
- Eighty is often spelled 'eighty' correctly by learners; forty is the tricky one — no 'u'.

## EXTENSION / HOMEWORK

Choose one or more:

1. Write out your phone number, birthday, and home address in full words.
2. Find 10 numbers in an English text (website, menu, news article) and write them out in words.
3. Ask 5 people for a number (age, address, phone number) and write their responses in words.